

Arts Integrated Lesson Plan



ART FORM:
Theatre

SUBJECT AREA:
Reading/English
Language Arts

Lesson Title:

All summer in a day

Grade:

4

Contributor, School:

Doreen Doherty, Strawberry Knoll Elementary School

Time Frame:

Two class sessions

State Curriculum Content Standards, Indicators, Objectives

Theatre Content Standard(s)

3.0 Creative Expression and Production: Students will demonstrate the ability to apply theatrical knowledge, principles, and practices to collaborative theatre presentations.

English Language Arts Content Standard(s)

1.0 General Reading Processes

Theatre Content Indicator(s)

3.1 Use a variety of theatrical elements to communicate ideas and feelings.

English Language Arts Content Indicator(s)

1.4 Use strategies to demonstrate understanding of the text (after reading).

Theatre Content Objective(s)

3.1.a Select dramatic narrative conventions and use them to write and perform monologues or scenes that express conflict based on personal experience or imagination.

English Language Arts Content Objective(s)

1.4.c Identify and explain what is not directly stated in the text by drawing inferences.
1.4.e Confirm, refute, or make predictions and form new ideas.

Objective(s) (Connecting the content areas)

Using basic acting tools and skills appropriately, the students will combine clues found in the text (inference) about the characters in order to predict and develop original dialogue for an additional scene in the story.

Key Arts Vocabulary

voice (tone and pitch), body, concentration

Key English Language Arts Vocabulary

inference, main idea, prediction, conflict/resolution

Prior Knowledge Students Need for This Lesson

Arts

The students need prior experience with the acting tools and skills.

English Language Arts

The students need to have a strong working knowledge of the story, including aspects of conflict within it; this is the culminating activity for this story.

Materials and Resources

Materials and Resources for the Class

- The story “All Summer in a Day” by Ray Bradbury
- Graphic organizer for locating information about the characters in the text
- Chart paper and markers
- Actors Tools and Skills poster: Imagination, Mind, Voice, and Body
- Praise, Question, Polish (PQP) handouts

Materials and Resources for the Teacher

- The story “All Summer in a Day” by Ray Bradbury
- Copies of the scoring rubric (attached)

Lesson Development/Procedures (including motivation, modeling, guided practice, and independent practice)

- The teacher reviews the characters, *the children* and *Margot*, studied in a previous lesson. The teacher then asks students to fill out a graphic organizer by finding places in the story where information about each character is found.
- The students discuss what the voices and bodies of these characters might sound and look like.
- The class rereads the last page in the story: The students brainstorm predictions about what might happen when the children open the door to let Margot out of the closet. The teacher asks: “What would happen next? What would the children say or do? What would Margot say or do?”
- The teacher divides the class into small cooperative groups of four.
- The teacher instructs the student groups to infer a conversation between the children and Margot after she is let out of the closet. They then are asked to create a new scene with original dialogue.
 - The students organize their ideas on chart paper.
 - The students practice their original scenes.
 - The teacher provides oral feedback for scenes using the assessment rubric.
 - The students make revisions as necessary.
- Each of four student groups presents its original scene to the whole class.
- The students evaluate peer performances using Praise, Question, Polish (PQP).

Closure/Summary

In a journal entry in their Learning Logs, the students explain how the dialogue they created connects to the inferences they made from the story. The students also reflect on what they learned about drama and acting.

Assessment (Description/Tools)

- The teacher assesses the students during their presentations using the attached rubric.
- The students assess each other using the PQP format.
- The students complete the Learning Log entry.

Lesson Extensions

- The students conduct a Character Interview: Students interview the character of Margot or the children with specific teacher-led questions.
- The students participate in Pair Dramatizations: Students select two characters (Margot and one child) and enact a key scene from the story involving the selected characters.

Rubric

Trait/Score	Voice/Body	Concentration	Inference	Main Idea
4	Tone/pitch and movements/gestures are consistently modified to fit the character throughout the drama.	Actor is “in character” throughout the drama.	Original dialogue consistently reflects good logical guesses based on clues found in the text.	Original dialogue is always consistent with the key elements and theme of the text.
3	Tone/pitch and movements/gestures are usually modified to fit the character throughout the drama.	Actor is usually “in character” throughout the drama.	Original dialogue usually reflects good logical guesses based on clues found in the text.	Original dialogue is usually consistent with the key elements and theme of the text.
2	Tone/pitch and movements/gestures are rarely modified to fit the character throughout the drama.	Actor is rarely “in character” throughout the drama.	Original dialogue rarely reflects good logical guesses based on clues found in the text.	Original dialogue is rarely consistent with the key elements and theme of the text.
1	Tone/pitch and movements/gestures are not modified to fit the character throughout the drama.	Actor is not “in character” throughout the drama.	Original dialogue does not reflect good logical guesses based on clues found in the text.	Original dialogue is not consistent with the key elements and theme of the text.